

The logo for O'Neill, featuring the name "O'Neill" in white serif font on a maroon rectangular background.A black rectangular banner with the text "Lead for the Greater Good" in white sans-serif font.

O'Neill School of Public and Environmental Affairs  
**SPEA-V 450/550**  
*Food Policy in a Changing World*

**Lecture**

11:30am-12:45pm, Mondays and Wednesdays  
SPEA (PV) A203

**Instructor**

Shellye Suttles, PhD  
Assistant Professor  
[shelsutt@iu.edu](mailto:shelsutt@iu.edu)  
812-855-8914

**Office Hours**

By appointment only at [calendly.com/shelsutt](https://calendly.com/shelsutt)

**Course Description**

This course provides graduate-level instruction in understanding U.S. food and agricultural policies. It is designed to assist students in learning how policy decisions impact the performance of food systems locally, nationally, and internationally. The course emphasizes the importance of employing critical thinking skills to address the complexities associated with the development and implementation of domestic food and agricultural policies. The course demonstrates the practical aspects of analyzing the contribution of these policies to food safety, nutrition assistance, environmental conservation, rural development, and international trade. Unbiased critique of the economic benefits and consequences of U.S. food and agricultural policy is an integral part of the course.

**Learning Outcomes**

By the end of the semester students should be able to:

- Define and describe food and agricultural policies.
- State trends, opportunities, and challenges for U.S. agriculture and food systems.
- Compare and contrast historical and current food policies.
- Interpret the main goals of food and agricultural policy.
- Analyze economic consequences of food and agricultural policy.
- Evaluate food and agricultural policies in an unbiased manner.

## COURSE REQUIREMENTS

### Course Format

In-person textbook lectures and facilitated discussion format with occasional guest lectures will be used for the Monday and Wednesday class sessions.

### Communication

Canvas mail is my preferred means of contact. I will reply to your message within 48 business hours. In case of emergency only, email me at [shelsutt@iu.edu](mailto:shelsutt@iu.edu). Please be clear in the subject line and put 'SPEA v550' in all direct e-mails.

### Required Text

Toland, G.D., Nganje, W.E., and Onyeaghala, R. US Agricultural and Food Policies: Economic Choices and Consequences. 2017.

- E-book: ISBN 9781315459530
- Also available in paperback or hardcover
- Free full-text PDF available through [IU Libraries](#)

Additional readings for Wednesday discussions will be assigned two weeks in advance and provided via Canvas. All course readings are required to be successful in our in-class discussion unless explicitly marked as optional. The main concepts from the assigned readings will be discussed in class and incorporated into the midterm and term projects.

### Grading Scale

Midterm Project (Due: 10/20)	25%
Term Project (Due: 12/8)	35%
Canvas Discussions	22%
In-class Discussions	18%

### Midterm & Term Projects

Students will complete both a midterm project and term project. The *midterm* project will entail a synopsis of a specific title in the 2018 Agricultural Improvement Act (due 10/20); however, the title must be approved by the instructor. The *term* project will entail an analysis of a U.S. agricultural or food policy of your choice (due 12/8); however, the topic must be approved by the instructor. Students will present term project results as a formal presentation and submit a policy analysis report at the end of the term. Further guidelines will be distributed in class.

### In-Class & Canvas Discussions

Both attendance and participation in class are essential for your understanding of the material and to perform satisfactorily on the midterm and term projects. Similarly, your participation in online discussion forums via Canvas is integral in a blended course. The quality and quantity of your discussion questions and comments are important. A component of your final course grade is allocated to your contribution to both in-class and Canvas discussion.

**Attendance**

The course is based on in-person textbook lectures and facilitated discussion format with occasional guest lectures (in-person and virtual) that will be used for the Monday and Wednesday class sessions. Since full performance, particularly discussions, require regular and punctual class attendance, students are expected to attend all classes.

**Late Assignments**

Late assignments will be penalized one point for each day late. It is important to note: (1) Each discussion is only worth 1-2 points each, and (2) One point is equivalent to one percent of your grade.

**Course Schedule**

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Project</b>	
Week 1				
	8/21 M	Course Introduction	-	
	8/23 W	An introduction to food and agricultural policy analysis	Chapter 1, p. 2-17	
Week 2				
	8/28 M	Twenty-first-century trends, opportunities, and challenges for US agriculture and food systems	Chapter 2, p. 20-56	
	8/30 W	A policy analysis toolbox: Methods to investigate agricultural and food market scenarios (Part I)	Chapter 3, p. 62-74	
Week 3				
	9/4 M	Labor Day (No class)		
	9/6 W	A policy analysis toolbox: Methods to investigate agricultural and food market scenarios (Part II)	Chapter 3, p. 75-85	
Week 4				
	9/11 M	A policy analysis toolbox: Methods to investigate agricultural and food market scenarios (Part III)	Chapter 3, p. 86-96	
	9/13 W	A policy analysis toolbox: Methods to investigate agricultural and food market scenarios (Part IV)	Chapter 3, p. 97-108	
Week 5				

	9/18 M	Analyzing economic consequences of farm safety net programs in the 2014 Farm Bill	Chapter 4, p. 111-147	
	9/20 W	But, what about the 2018 Farm Bill?	Module 5 readings	
Week 6				
	9/25 M	The Food Safety Modernization Act (FSMA): evaluating costs and benefits	Chapter 5, p. 154-169	
	9/27 W	<i>Guest Lecture: John Elliott, Retired (Gleaners Food Bank)</i>	Module 6 readings	
Week 7				
	10/2 M	US agricultural and food sector connections to the global economy	Chapter 6, p. 172-189	
	10/4 W	But, what about French wine and Japanese sake?	Module 7 readings	
Week 8				
	10/9 M	Analyzing effects of USDA nutrition programs on hunger and food security in the US	Chapter 7, p. 192-214	
	10/11 W	What about the charitable food system?	Module 8 readings	
Week 9				
	10/16 M	Economic choices and outcomes for agriculture, natural resources, and the environment	Chapter 8, p. 218-251	
	10/18 W	<i>Zoom guest lecture: Seanicaa Edwards Herron, Freedmen Heirs Foundation</i>	TBD	Midterm Project

		Join at: <a href="https://iu.zoom.us/j/83747337678">https://iu.zoom.us/j/83747337678</a> Links to an external site.		(due 10/20)
Week 10				
	10/23 M	Research, technology, and the growth of sustainable agricultural production	Chapter 9, p. 257-269	
	10/25 W	But, still, what about technology?	Module 10 readings	
Week 11				
	10/30 M	Exploring the multi-dimensional aspects of food security	Chapter 10, p. 273-285	
	11/1 W	But, what about international aid?	Module 11 readings	
Week 12				
	11/6 M	Twenty-first-century perspectives on rural development	Chapter 11, p. 287-297	
	11/8 W	But, rural doesn't mean agricultural?	Module 12 readings	
Week 13				
	11/13 M	Current developments and new dynamics influencing agricultural and food policy	Chapter 12, p. 302-317	
	11/15 W	<i>Guest lecture: Dr. Dan Sanders, Teays River Investments</i>	TBD	
Week 14				

	11/20 M	Thanksgiving Break (No class)		
	11/22 W	Thanksgiving Break (No class)		
Week 15				
	11/27 M	When policies work at cross-purposes: addressing challenges and pursuing opportunities	Chapter 13-14, p. 322-350	
	11/29 W	Anticipating future trends in agricultural and food policy	Module 15 readings	
Week 16				
	12/4 M	Term Project Presentations	-	
	12/6 W	Term Project Presentations	-	Term Project (due 12/8)

Note: The above schedule is subject to limited change in the event of extenuating circumstances.

### Useful Websites

- USDA Economic Research Service
  - <https://www.ers.usda.gov/>. A resource of data, reports, and news related to U.S. food and agriculture.
- USDA National Agricultural Statistics Service
  - <https://www.nass.usda.gov/>. A resource of data, data reports, and data news related to U.S. agriculture.
- Choices
  - <https://www.choicesmagazine.org/>. Agricultural & Applied Economics Association's peer-reviewed magazine of food, farms and resource use.
- International Food Policy Research Institute (IFPRI) Blog
  - <https://www.ifpri.org/landing/blog/>. Succinct and insightful analysis from IFPRI researchers and other leading voices on international food policy research.

### Internet Etiquette

One thing to always keep in mind when taking any course is that the others with whom you interact throughout the semester - including me, your instructor - are human beings. The first rule of netiquette is to "remember the human" when you are communicating with me or with your peers. The second rule is to "adhere to the same standards of behavior online that you follow in real life." It's not likely that you would yell at, mock, or belittle another student in a face to face class so don't do it here. The feeling of anonymity that some people have when they are online can lead to those sorts of behaviors, but they are not acceptable here or in any other online class.

Please take a few minutes and review all the Core Rules of Netiquette (<http://www.albion.com/netiquette/corerules.html>) and these considerations for when you are attending class remotely (<https://kb.iu.edu/d/bfgg>).



## PAUL H. O'NEILL SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS AND INDIANA UNIVERSITY POLICIES

### **O'Neill School Expectations of Civility and Professional Conduct**

The O'Neill School takes matters of honesty and integrity seriously because O'Neill is the training ground for future leaders in government, civic organizations, health organizations, and other institutions charged with providing resources for the public, and for members of society who are vulnerable and who are lacking in power and status. Precisely because O'Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early.

O'Neill requires that all members of its community – students, faculty, and staff – treat others with an attitude of mutual respect both in the classroom and during all academic and nonacademic activities outside the classroom. A student is expected to show respect through behavior that promotes conditions in which all students can learn without interruption or distraction. These behaviors foster an appropriate atmosphere inside and outside the classroom:

- Students are expected to attend class regularly and to be prepared for class.
- Students must be punctual in their arrival to class and be present and attentive for the duration of the class. Eating, sleeping, reading the newspaper, doing work for another class, wandering in and out of the classroom, and packing up or leaving class early are not civil or professional behaviors.
- Students must abide by the course policy regarding use of electronic devices in the classroom.
- Students must responsibly participate in class activities and during team meetings.
- Students must address faculty members, other students, and others appropriately and with respect, whether in person, in writing, or in electronic communications.
- Students must show tolerance and respect for diverse nationalities, religions, races, sexual orientations, and physical abilities.
- Students must not destroy or deface classroom property nor leave litter in the classroom.

These expectations are excerpted from the O'Neill School Honor Code which can be found at: [https://oneill.indiana.edu/doc/undergraduate/ugrd\\_student\\_honorcode.pdf](https://oneill.indiana.edu/doc/undergraduate/ugrd_student_honorcode.pdf).

### **Academic Dishonesty**

SPEA faculty do not tolerate cheating, plagiarism, or any other form of academic dishonesty. If you have not done so, you should read the IUB Code of Student Rights, Responsibilities, and Conduct, which can be accessed at: <http://www.iu.edu/code/code/index.shtml> so you will be sure to understand what these terms mean and what penalties can be issued for academic dishonesty. Academic dishonesty can result in a grade of F for the class (an F for academic dishonesty cannot be removed from the transcript). Significant violations of the Code can result in expulsion from the University.

Plagiarism is using another person's words, ideas, artistic creations, or other intellectual property without giving proper credit. According to the Code of Student Rights, Responsibilities, and Conduct, a student must give credit to the work of another person when he/she does any of the following:

- Quotes another person's actual words, either oral or written;
- Paraphrases another person's words, either oral or written;
- Uses another person's idea, opinion, or theory; or
- Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

**Note Selling**

Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

**Online Course Materials**

The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

More information about the SPEA honor code can be found at:

<https://students.oneill.indiana.edu/doc/ugrad-doc/ugrd-student-honor-code.pdf>.

**ADDITIONAL INFORMATION FOR STUDENTS**

I genuinely care about the well-being of all students in my courses, particularly given these trying times. If you need assistance, please ask, and I will help to the best of my ability. The University also has many resources available for students, such as:

**Food Security**

Did you know that the Crimson Cupboard is available to all in the IU community for supplemental food and nutrition resources?

<http://crimsoncupboard.indiana.edu/home.php>

**Counseling and Psychological Services**

For information about services offered to students by CAPS:

<http://healthcenter.indiana.edu/counseling/index.shtml>.

**Religious Observation**

In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. This form must be presented to the course instructor by the end of the second week of this semester. A separate form must be submitted for each day. The instructor will fill in the bottom section of the form and then return the original to the student. Information about the policy on religious

observation can be found at the following website: <https://policies.iu.edu/policies/aca-59-accommodation-religious-observances/index.html>.

### **Disability Services for Students**

Securing accommodations for a student with disabilities is a responsibility shared by the student, the instructor and the DSS Office. For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: <https://studentaffairs.indiana.edu/student-support/disability-services/index.html>.

### **Sexual Harassment**

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to talk to someone confidentially, you can make an appointment with:

- i. The Sexual Assault Crisis Service (SACS) at 812-855-8900
- ii. Counseling and Psychological Services (CAPS) at 812-855-5711
- iii. Confidential Victim Advocates (CVA) at 812-856-2469
- iv. IU Health Center at 812-855-4011

For more information about available resources: <http://stopsexualviolence.iu.edu/help/index.html>. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/help/index.html> to learn more.

### **Bias-Based Incident Reporting**

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Bias incidents (events or comments that target an individual or group based on age, color, religion, disability, race, ethnicity, national origin, sex, gender, gender identity, sexual orientation, marital status or veteran status) are not appropriate in our classroom or on campus. What should you do if you witness or experience a bias incident? See it? Hear it? Report it by submitting a report online (<https://one.iu.edu/task/iub/incident-teams-reporting>) or calling the Dean of Students Office at 812-855-8187.

### **Commitment to Diversity**

- Asian Culture Center
  - Address: 807 East Tenth Street, Bloomington, IN 47408
  - Phone: 812-856-5361
  - Email: [acc@indiana.edu](mailto:acc@indiana.edu)
  - Website: <https://asianresource.indiana.edu/index.html>

- First Nations Educational & Cultural Center
  - Address: 712 E 8th St., Bloomington, IN 47408
  - Phone: 812-855-4814
  - Email: [fnecc@indiana.edu](mailto:fnecc@indiana.edu)
  - Website: <https://firstnations.indiana.edu/contact/index.html>
  
- LGBTQ+ Culture Center
  - Address: 705 E 7th St., Bloomington, Indiana 47408
  - Phone: 812-855-4252
  - Email: [gltbtserv@indiana.edu](mailto:gltbtserv@indiana.edu)
  - Website: <https://lgbtq.indiana.edu/contact/index.html>
  
- La Casa Latino Culture Center
  - Address: 715 E 7th St., Bloomington IN, 47408
  - Phone: 812-855-0174
  - Email: [lacasa@indiana.edu](mailto:lacasa@indiana.edu)
  - Website: <https://lacasa.indiana.edu/>
  
- Neal Marshall Black Culture Center
  - Address: 275 N Jordan Ave Bloomington, Indiana 47405
  - Phone: 812-855-9271
  - Email: [nmgrad@indiana.edu](mailto:nmgrad@indiana.edu)
  - Website: <https://blackculture.indiana.edu/index.html>